Title 1 Preschool
The Missouri Preschool Project (MPP)
Early Childhood Special Education (ECSE)

SCHOOL ENTRY PROFILE
PRESCHOOL ASSESSMENT PROJECT EDITION

ADMINISTRATIVE MANUAL

2005-2006

Manual Prepared By:

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Project Construct National Center

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STATEMENT OF PURPOSE

Evaluating the quality of Title I Preschool, the Missouri Preschool Project, and Early Childhood Special Education programs will yield important information that can be used to support all children's success in school. The purpose of evaluating these programs is to assess their effectiveness in preparing children for kindergarten entry. This evaluation was not designed, is not valid, and will not be utilized for purposes of screening children for school entry or assigning them to special programs. Moreover, this initiative is not an evaluation of preschool teachers.

The *School Entry Profile—Preschool Assessment Project Edition* will be used to collect information; resultant data will be used to make inferences about equities and inequities in preschool experiences known to promote school success or difficulty. The findings will be used to identify ways to address those inequities so all children will have access to opportunities that promote school success.

The scoring of the *School Entry Profile—Preschool Assessment Project Edition* is designed to be reliable at the state, *not the individual,* level. No individual student reports will be issued. Aggregated results will be used over time to measure the State's progress toward universal school readiness.

The items measure the level of knowledge and abilities of all students when they exit preschool. Tremendous variability in social skills, physical development, cognitive skills, language skills and literacy are expected. The items do not measure the entirety of what should be taught or assessed in preschool.

Information from the *School Entry Profile—Preschool Assessment Project Edition* will yield important information for preschool educators, health-care providers, parents, and others who support children's success in school.

GENERAL INFORMATION ABOUT THE PRESCHOOL ASSESSMENT PROJECT

Use an Observation Recording Form throughout the school year to record your anecdotal observations of each child. The Observation Recording Form is for your use. DO NOT MAIL IT with the *School Entry Profile—Preschool Assessment Project Edition*.

Copies of *School Entry Profile,* Header Sheet, Return Cover Sheet, and postage-paid envelopes will be mailed to you in spring 2006.

Administer the instrument during the designated time frame. The *School Entry Profile* should be completed during the last six weeks of the 2005–2006 school year, but no later than June 1, 2006.

A *School Entry Profile—Preschool Assessment Project Edition* is to be completed for each child in your class(es) who will be eligible to enter kindergarten in the fall of 2006. This assessment is required for all eligible students with Individualized Educational Plans (IEPs) in Early Childhood Special Education (ECSE), including those receiving therapy services only, or services through contractual placements with private agencies or other public schools. Children who will continue to receive ECSE services in the fall of 2006 due to an IEP team decision will still be observed and have an assessment completed.

Only one assessment should be completed for each eligible child. If a child participates in more than one program, the assessment should be conducted by the teacher who has the most contact with the child throughout the school year.

SPECIFIC INSTRUCTIONS FOR COMPLETING AND MAILING FORMS

- ✓ **Use a NUMBER 2 PENCIL** and **darken all circles completely.**

- ✓ **Information requested in the box labeled "Building/Program Information" applies to the program as a whole:**
  - Print the **name of your building or program** in the space provided.
  - If your building or program is part of a school district, print the **name of the school district.**
  - Darken the circles for the appropriate **Funding Source(s) for your preschool program**. Mark all the funding sources that apply.

The rest of the information on the form refers to each individual student.

- ✓ **In the box labeled "Student Educational Information," darken the appropriate circles for the requested information**—i.e., eligibility for free or reduced-price lunch, length of participation in this preschool, and participation in special education and/or Title 1 services. (***Note***: If the child received special education services during the school year, you must complete the special-education section on the back of the *School Entry Profile* form.) The information about free or reduced lunch is optional.

- ✓ Darken the appropriate circle(s) for the child's **Race/Ethnicity**. Mark all categories that apply. Please refer to the race and ethnicity categories in Appendix A.

- ✓ Darken the appropriate circles for the child's **Gender** and **Date of Birth**.

- ✓ Write in and darken the appropriate circles for the child's **Missouri Student Identification (MOSIS) number**.

- ✓ Write in and darken the appropriate circles for the child's **Name** (Last, First, Middle Initial). Leave a blank space and darken the blank circle between the child's last name and first name and between the child's first name and middle initial. Please refer to the sample in Appendix B.

If the child received special education services during the school year, complete the items on the back of the form.

Darken the appropriate circles for:

- **Student's Disability Type** (according to IEP)
- **Student's Special Education Placement** (according to IEP)
- **Amount of special education services student receives** (according to IEP in place for the balance of this school year)

Darken the appropriate circle for **speech services only.**

Darken the appropriate circle for the **average amount of special education services per week** the child will have received by the end of the current school year (refer to Child Record).

Finally, indicate whether or not the child received **early intervention or First Steps services**.

- ✓ **Before mailing, check to see that there is ONE completed *School Entry Profile—Preschool Assessment Project Edition* for each child who is eligible to enter kindergarten in the fall of 2006.**

- ✓ **Bundle together the assessment sheets and the appropriate header sheet for your classroom or program. (Use the Early Childhood Special Education Header Sheet only for ECSE students who DO NOT receive MPP or Title 1 services.)**

- ✓ **Fill in the *Return Cover Sheet* and put it with the completed *School Entry Profiles* in the postage-paid envelope addressed to:**

  Jeff Moran
  University of Missouri–Columbia
  Assessment Resource Center
  2800 Maguire Blvd.
  Columbia, MO 65211

- ✓ **Mail the envelope by Tuesday, June 6, 2006.**

If you have any questions, contact:

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DESCRIPTION OF THE *SCHOOL ENTRY PROFILE—PRESCHOOL ASSESSMENT PROJECT EDITION*

The *School Entry Profile—Preschool Assessment Project Edition* consists of 65 items that assess what children know and can do at the time they exit preschool. The items, arranged in seven learning domains, represent a range of developmental behaviors that promote school success. The seven domains are:

1. Conventional Knowledge
2. Physical Development
3. Symbolic Development
4. Communication
5. Mathematical/Physical Knowledge
6. Working with Others
7. Learning to Learn

Preschool teachers' systematic observations and anecdotal records will help prepare preschool children for kindergarten. The information gained from rating what children are able to do when exiting preschool will be useful for communicating information to parents and to kindergarten teachers and will facilitate the transition from preschool to school.

CRITICAL DIRECTIONS FOR THE *SCHOOL ENTRY PROFILE—PRESCHOOL ASSESSMENT PROJECT EDITION*

- **Refer to page 2** of this manual and review the directions for completing the requested information. Remember to rate **each child in your class(s) who will be kindergarten eligible** at the end of the 2005–2006 school year on **every item**. For children in early childhood special education (ECSE), the assessment is completed the year they become eligible for kindergarten even if they will remain in ECSE due to an IEP team decision. When this manual refers to "exiting preschool," these children will be included even though they may continue to receive ECSE services during the year they typically would attend kindergarten.

- Use a **NUMBER 2 PENCIL** and darken only one circle per item under the appropriate response.

- **End-of-the-Year Ratings.** The rating should reflect the teacher's best estimate of what a child knows or is able to do when he/she *exits preschool.* To be valid and reliable, the ratings should be a synthesis of teacher observations of children throughout the school year (for example, works cooperatively in a give and take manner).

- **Two-Point Rating Scale.** For items in the Conventional Knowledge Domains, darken the circle under ***Yes*** or ***No*** for each item.

- **Three-Point Rating Scale.** A three-point rating scale is used to rate children's level of knowledge and abilities in the Physical Development, Symbolic Development, Communication, Mathematical/Physical Knowledge, Working with Others, and Learning to Learn Domains. Indicate whether the knowledge or ability is evident ***Almost Always, Occasionally/Sometimes,*** or ***Not Yet/Almost Never***. (A simple "yes"/"no" rating scale was avoided because of the developmental nature of the knowledge and abilities of children.) The rating scale is intended to reflect the **consistency** with which a child demonstrates the knowledge or skill.

- **One Domain at a Time**. To maintain consistency in rating times for all children in the classroom, rate all the children on one domain at a time.

- **Order of Domains**. Preschool and kindergarten teachers recommend that ratings begin with the Physical Development Domain because it is easy to observe.

- **Lens for Ratings.** As you rate children on the items, keep this lens in mind.

At the end of preschool, he/she is able to:

DESCRIPTION OF THE LEARNING DOMAINS AND THE ITEMS

In the following section, each domain (and, in some cases, a broad learning area within the domain) is described. Within the description of each domain, the items (with examples that further describe the item) are listed.

CONVENTIONAL KNOWLEDGE

The eight items in this domain are intended to assess knowledge of personal information; the community; and conventional notations, manners, and customs. Children can probably recite their whole name and age. They are interested in learning the month and day of their birthday and their address (for example, street, city, state, and telephone number). Increasingly, children are able to recognize the primary colors and basic shapes (for example, circle, square, rectangle, oval, etc.); count to 10, and name numbers from 0 to 10.

Tells first and last name (for example, tells name when asked and/or uses name to "introduce" self to others)

Knows first and last names of an adult family member (for example, adult member of their household or a close relative)

Knows age (for example, tells age when asked, may be able to write the numeral that represents her/his age, or may verbally include ½ year age)

Knows birth date (for example, tells month and date)

Recognizes some basic shapes (three of these shapes—circle, square, triangle, rectangle)

For children with IEPs for visual impairments, shapes would be recognized through physical manipulation of 3-D shapes or raised line, 2-D images.

Identifies basic colors (at least three colors—such as, red, blue, green, yellow, purple)

For children with IEPs for visual impairments, colors would be associated with an object/texture/sense in the environment (the sky is blue, the sun is yellow, red is hot), and may be determined using questions such as "What color is the sky?" or "What color is your hair?"

Counts by rote to 10

Recognizes and names some numbers to 10 (for example, can point to and tell the name of 3–6 numbers to 10; will put his/her finger on the number 3, will tell the name when asked, "What number is this"?)

For children with IEPs for visual impairments, the child can tell how many objects are in a group (i.e., "How many apples do I have?" "How many LEGOs® are you holding?"), or is able to name a number after tracing a raised-line digit or Braille number.

For children with IEPs, "tells," "identifies," and "counts," includes the use of any alternate communication method the child typically uses (ASL, communication board, "homesigns").

PHYSICAL DEVELOPMENT

The five items in this domain are intended to assess physical development. Play opportunities especially enhance a child's ability to coordinate his/her own gross (for example, running, jumping, climbing) and fine (for example, controlling the hands, fingers, wrists, and ankles) motor skills. Additionally, play opportunities help children learn to coordinate their actions with the actions of objects (for example, catching and throwing a ball), and to coordinate their actions with other children (for example, playing tag and hide-and-go-seek). Healthy living practices that directly affect children's physical development include adequate nutrition, rest, medical care, and personal hygiene.

Is physically active (for example, runs, jumps, throws/kicks balls, climbs, or enjoys physically active games and activities)

For children with IEPs due to physical disabilities, the child demonstrates this with the use of any mobility devices or adaptive materials s/he typically uses on a routine basis, for example, using a wheelchair or walker during play or enjoying swinging and other moving about.

Demonstrates gross-motor skills (for example, runs, jumps, throws, walks on stripes on the floor or a balance beam, or carries or moves large, bulky, or heavy objects)

For children with IEPs due to physical disabilities, the child demonstrates this with the use of any mobility devices or adaptive materials s/he typically uses on a routine basis, for example, throwing or using a bat or other implement and a "designated runner" during kickball or other field play.

Demonstrates fine-motor skills (for example, builds a tower with blocks, demonstrates control of a pencil or scissors, manipulates small objects; completes puzzles, strings small beads, or turns the pages of a book easily)

For children with IEPs due to physical disabilities, the child demonstrates this with the use of any mobility devices or adaptive materials s/he typically uses on a routine basis, for example, uses pointer, switch, or other adaptive items.

Appears to be healthy (for example, attends school regularly, is energetic and enthusiastic about playing and working, etc.)

Practices personal hygiene (for example, washes hands before eating and after using the bathroom, uses Kleenex, covers mouth when coughing, etc.)

For children with IEPs due to physical disabilities, if unable to perform independently, requests or identifies need for washing hands, using bathroom or Kleenex, turns head away from others when coughing, etc.

It is expected that children with disabilities in these areas may not have a "yes" for every item.

SYMBOLIC DEVELOPMENT

The seven items in this domain are intended to assess the representation of ideas and feelings through pretend play, music and movement, and art and construction. Symbolic development refers to a child's ability to understand, create, and use symbols to represent something that is not present.

Representing ideas and feelings through pretend play

As children's imaginations grow, they may pretend to be someone in a different role. To do this, a child must keep in mind what the role means and be able to think about how the role is performed and what supplies are needed. Increasingly, children begin to elaborate on make-believe activity by planning what will be played—"Let's say you're the mommy and you get my blanket for me." During pretend play, children may take on the role of a family member, an individual in the community, or a fictional storybook or television character. Individual children frequently have a favorite role that they like to play during make-believe activities. Frequently, children demonstrate their highest level of competence during pretend play. They begin to substitute objects or verbal descriptions for real objects (for example, "Let's pretend this is our house and that's the kitchen.").

Takes part in interactive play with others (for example, a child can cooperate with other children to build a castle, dig a trench, or move a large object from one end of the room to the other; "games" are usually creative and fairly unstructured. Frequently, there is no further purpose than the activity itself—two or three children kicking a ball around the playground or playing together at a water or sand table.)

Uses play themes (for example, pretends to be a firefighter and puts on a firefighter's hat, uses a vehicle as his/her fire truck and finds an object to use as the fire hose; puts on a hat and goes on a trip; plays "house," "doctor," or acts out a theme from a favorite television show)

Representing ideas and feelings through movement

Children use movement to form impressions and construct ideas and feelings about their world (for example, shrugging one's shoulders to express a feeling). Children begin to associate how they move with certain places, such as running and yelling on a playground or moving quietly while choosing a book at the library. As they develop, children become more creative in their patterns of movement (for example, using a scarf while dancing or using paper plates as pretend skates).

Represents ideas and feelings through movement (for example, pretends to move like a butterfly, airplane, or elephant; pretends to be a dancer swirling around with a beautiful scarf; imagines being an ostrich with head and hands on the floor and legs straight, or does "the elephant walk"; pretends to be a skater sliding across the floor in stocking feet; or, on the playground, his/her rough and tumble movements may represent an idea)

For children with IEPs due to physical disabilities, "movement" may include controlled and purposeful motion of body parts, for example, arms, eyes (squinting in anger,

widening in pretend surprise, rolling to show annoyance), tongues/mouth (spitting, pursing lips in frustration). "Movement" in this case would not include involuntary motion, but purposeful, controlled motion.

Representing ideas and feelings through music

From birth, children are surrounded by a variety of sounds and rhythmic patterns. They may sing as they draw or play; create rhythms on their own instruments (for example, an oatmeal box drum, a paper-towel tube); take familiar songs and change or add to the words or tune; and even make up their own songs. Children enjoy playing their own tapes and begin to associate music with the context in which it is usually heard (for example, a lullaby means bedtime and the "Star Spangled Banner" may indicate the start of a baseball game). As children listen to and make music in different settings, they learn to use sound and rhythm to communicate emotions and to symbolize important events. Many children have favorite nursery rhymes, songs, and sounds.

Creates or responds to music (for example, sings, dances, or plays musical instruments; may sing a doll to sleep; may sing or chant spontaneously while working; enjoys fingerplays and quietly listens to music at "rest time"—may tap a foot or gently move part of his/her body in rhythm to the music)

For children with IEPs for hearing impairments, this item pertains to rhythm more than music (for example, shows use of clapping or dancing games).

Representing ideas and feelings through art and construction

Children communicate their own ideas and feelings through visual symbols when they paint, draw, play with Playdough®, or build with blocks. To children, the process of exploring, finding solutions, making judgments, and exercising preferences while creating with materials is more important than the finished product. Children may begin to label their drawings or buildings after the creation is completed. They frequently change what they call their drawings or buildings as the creations take on new meanings during the creative or play process. Children use their own standards to change and modify their work to suit their own purposes (for example, a child may color his tree red because it is an apple tree). Preferences of color or shape frequently become important as a child constructs a picture or a tower.

Represents ideas through construction (for example, uses blocks, Legos®, bristle blocks and other objects to form a construction—a road for his/her cars and trucks, a house, a garage, an airport, a bed for a baby doll or stuffed animal. As with other symbolic materials, children begin to construct more elaborate representational structures.)

Uses art to convey feelings and ideas (for example, uses clay, paint, crayons. Children may use art materials to do more elaborate representational drawings. Sometimes ideas are spontaneous; at other times a child may start with an idea. Ideas and plans frequently change as a creation evolves.)

Talks about his or her creations (for example, tells what he/she will draw, build, paint, or create before beginning. Sometimes spontaneously and sometimes with prompting, a child describes a creation. He/she may include the meaning in the description. The child may be eager to show and tell the teacher, a peer, a parent, and/or a sibling about his/her illustrations, art project, and/or block or Lego® construction.)

COMMUNICATION

The 19 items in this domain are intended to assess children's development of language as the primary means to gain and give information. A child's experiences with adults and other children affect the degree to which she/he learns to use language for many purposes and develops an increasing vocabulary and an interest in books, reading, and writing.

Using language for many purposes

A child can tell three or four complete thoughts about a picture; define simple words; ask the meaning of unknown words; and ask many questions to find out "what," "when," "where," and "why." Children try to figure things out on their own, often making generalizations on incomplete evidence. They tell spontaneous stories, but may have difficulty separating fact from fantasy. Children use words to express feelings—affection, anger, frustration, fear—and they often express feelings in concrete terms, such as "I love you this big." An especially important use of a child's language skills is to establish social relationships. Usually children can take appropriate turns in conversation and can learn to take part in group discussions. Children use language to entertain themselves and others through the use of humor in spontaneous silly stories. A child likes to use new, big words and enjoys rhymes, songs, and fingerplays. Frequently, children can recite some verses of songs and rhymes from memory.

Uses language to communicate ideas, feelings, questions, or to solve problems (for example, asks "who," "what," "when," "where," and "why" questions; says "I don't like it when…" or "I'm happy because I'm going to Grandma's," expresses two or three thoughts about what she/he wants to build with the blocks)

Uses language to pretend or create (for example, when pretending to be a character from a story or TV program, a child talks as though she/he is really the character; makes up silly rhymes or songs; tells a make-believe story; makes animal sounds)

Responds to questions (for example, will attempt to answer a question even if he/she doesn't know the answer; answers questions about classroom routines, where his/her personal belongings are, or why she/he can or can't do something)

Follows directions (for example, is able to listen to and understand directions, such as "Put your work in your cubby," "Get ready for lunch," "It's time to line-up for recess," or "Sit on your place on the floor for circle time." Children are increasingly able to follow two- or three-step directions, such as "Get some crayons and find a place to work"; "Wash your hands, pick up your snack, and find a place to sit.")

Shows interest in books (for example, enjoys being read to; chooses to look at/read books; talks about books that she/he has at home; brings a book to school for the teacher to read to the class).

For children with IEPs for visual impairments, the child shows interest in books by choosing to tactually look at books, turning pages, looking at and talking about books with raised line pictures/graphics/Braille.

Uses picture cues and/or context cues to construct meaning from text (for example, when being read to, uses cues to answer questions about a story; when "reading" a book on his/her own, tells the story based on picture cues; predicts what will come next; reads a wordless book orally)

For children with IEPs for visual impairments, the child may look at a Braille book that includes graphics or a children's book with raised-line pictures/graphics and pretend to read the story.

Interest in books, reading, and writing

Children have a great interest in being read to and in being able to read. They often memorize favorite stories; know when a part is skipped; and can fill in a word to make a sentence make sense. Children demonstrate increased interest in printed text, often asking "What is that word"? or "Where does it say that"? and by pointing out letters and/or words that they recognize. A child may spend considerable time looking at books by her/himself, enjoying the pictures, and picking out pictures or words that she/he knows. Children think of themselves as readers as they recognize environmental print. Writing is usually fun for children as they understand the correspondence between spoken and written language. Children frequently like to have their words written down and read back by an adult. They begin to write their own "notes," "stories," and "lists." Children often use letters randomly and use inventive spelling. For example, a child may write a series of unrelated letters or scribbles and ask "What does this spell"? Most children begin to show interest in writing their own name.

Exhibits book handling skills (for example, knows how to hold a book, how to turn pages, what a title is and where to find it, or where print begins and ends on a page)

For children with IEPs due to visual impairments, child knows how to hold a Braille book, turn the pages of a book, and can locate the title and where the print (Braille) is on a page.

Reads environmental print (for example, recognizes logos, such as McDonald's arches; TV characters; the name of her/his favorite cereal; a stop sign; or a street sign)

For children with IEPs due to visual impairments, child may identify information through the auditory sense, i.e., characters on TV by their voices.

Responds to texts (for example, when read to or looking at books independently, identifies known objects in illustrations, talks about story, laughs, makes predictions, intones, questions, or compares)

For children with IEPs due to visual impairments, child responds to texts that have been read to him/her, i.e., is able to talk about the story, laugh, and make predictions.

Identifies letters in the alphabet (for example, identifies letters in his/her name; identifies letters in other personally significant words, such as "c" for cookie or a letter in a sibling's name)

For children with IEPs due to visual impairments, child identifies Braille/raised letters in his/her name or Braille/raised letters that she or he has been taught.

Recognizes that there is a relationship between letters and sounds (for example, recognizes the sound of a letter or gives a word that starts with the letter—such as "d" – dog or "b"- Bobby)

For children with IEPs due to hearing impairments, recognizes that there is a relationship between letters/words/concepts and signs.

Recognizes that written spellings represent spoken words (for example, knows which is his/her cubby by recognizing his/her name on the label; knows that the label "chair" on a chair means chair; looks at words on the page of a book and "reads" the story orally)

For children with IEPs due to visual impairments, child recognizes that Braille spellings represent spoken words.

"Reads" simple books (for example, can "read" easy, beginning books, wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues)

For children with IEPs due to visual impairments, child can read Brailled children's books and/or children's picture books that have been created with graphics. A student can "make up" a story in a book he or she is reading.

Scribbles with intended meaning (for example, talks about what she/he is going to write or about what she/he has written without letter-sound correspondence; scribbles may represent a drawing of something or may represent writing)

For children with IEPs due to visual impairments, scribbling may include anything written on the braillewriter or with a stylus.

*** Uses some letters in writing** (for example, three or more letters, letters from own name or other personally significant letters; random letters—saying "I wrote __."; or asking "What does this spell"?)

For children with IEPs due to visual impairments, child is able to correctly Braille three or more letters in the alphabet.

***Uses letter-sound correspondence to write** (for example, uses invented spelling and/or inverted letters when writing words and sentences)

For children with IEPs due to visual impairments, child uses braillewriter to do so.

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* If response to this item is "Almost Always," please mark the item *Scribbles with intended meaning,* "Almost Always" as well.

Uses a variety of resources to facilitate writing (for example, adults, peers, books, labels on objects, and/or environmental print)

Shares writing with others (for example, tells others about the intended meaning in drawings and "writing." Proudly shows writing to others)

Recognizes first name in print.

For children with IEPs due to visual impairments, child recognizes first name in Braille or raised text.

MATHEMATICAL/PHYSICAL KNOWLEDGE

The ten items in this domain are intended to assess the development of mathematical and physical knowledge. The items are based on the child's ability to construct classifications, to put things into some personally meaningful order, to construct numerical and spatial relationships, and to construct an understanding of time.

Constructing classifications of people, objects, and events

A child first compares objects using his/her own categories for the way things are alike and different. Development of the ability to classify objects by attributes may lead to an interest in collections of things. Increasingly, children are able to classify objects by using more than one attribute, such as sorting objects based on size and color (big, red blocks or small circles).

Classifies objects used in daily experiences (for example, classifies clothing [socks, shoes, T-shirt, dress, pants]; classifies all breeds of dogs as dogs; classifies dogs, cats, birds, horses, etc., as animals; classifies eating utensils; classifies things to write with [pencil, ink pen, marker, crayon]; classifies toys)

Ordering things based on perception and using trial and error

Children build on experiences of putting objects in order using their perceptions of obvious differences such as size, weight, or pattern to sequence as many as four or five objects. Simultaneously, children may use trial and error to sequence objects such as toy cars by comparing the length of each one to the others and lining them up from shortest to longest.

Writes some numbers (for example, at least three numbers from 0 to 10, the number representing his/her age, telephone number, house or apartment number)

For children with IEPs due to visual impairments, child may be able to Braille numbers 1 to 10.

Uses numerical relationships to solve problems in daily life (for example, uses numbers to take lunch count, to figure out how many cookies are needed so that everyone can have one, or to determine the number of spaces to move the marker in a game)

Orders things according to relative differences (for example, arranges dolls according to height or trucks according to size; orders blue crayons from darkest to lightest)

For children with IEPs due to visual impairments, child uses tactual exploration for arranging objects according to size or texture.

Constructing numerical relationships

As children learn the concept of numbers, they begin to understand that a number stands for a value. Children may be able to count two or three objects using one-to-one correspondence and be able to give an adult just "one" or just "two" objects. They often count an object twice or skip objects when counting. Children learn to recognize and name numbers gradually, and at preschool exit are often able to recognize and name some numbers. The first numbers that they recognize and name frequently include their age, the number 2 (hold up one finger on each hand), and perhaps a few other numbers that have personal meaning (for example, the number of siblings or people in the family). At preschool exit, some children are learning to recite numbers to ten and accurately count up to nine objects using one-to-one correspondence.

A child's understanding of number concepts increases to include the ability to select "three" blocks from a larger group of blocks. Frequently, children rely more on the way things look than on counting when making judgments about values being the "same," "more," or "less." A variety of experiences such as playing board games and card games will lead to an increased understanding of the relationships between numbers and objects. Children will begin to understand that adding two groups together results in a larger group, such as two blocks and one block makes three blocks.

> **Makes one-to-one correspondence** (for example, can count four blocks in a row saying the number as each block is touched; matches a set of three hats with a set of three toy people; puts a napkin out for each child when setting a table)
>
> **Determines "same," "more than," and "less than" by comparing** (for example, looks at her own and another child's collection of buttons and says that she has more buttons than the other child; compares a full container with a half full container; knows that if she has two cookies and her friend has two cookies, they have the same number of cookies)
>
> *For children with IEPs due to visual impairments, child uses tactual exploration of manipulatives to determine these comparisons.*

Construction spatial relationships

Children understand spatial relationships through physical activity and interaction with the environment. They solve spatial problems when building with blocks or setting up an area for dramatic play. Interest in comparing size, distance, and volume may include using some non-standard forms of measurement to solve problems; for example, how many cups of sand will it take to fill the bucket or how many blocks are needed to reach from one wall to another. Children begin to use location words to reflect understanding of distance, direction, and position. This language includes terms such as "in front of," "in back of," "over," "under," "first," "middle," "top," and "bottom." Children use these terms to give directions or to locate things as they play. Children's drawings may represent distance, position, and direction more frequently.

> **Uses spatial relationships in solving mathematical problems** (for example, solves simple puzzles; rearranges blocks so they all fit in a container; determines that number of

chairs at a table will accommodate four children, and if places are to be set for five children another chair must be used)

Constructing an understanding of time

Children can follow familiar routines and can predict, based on their observations of a sequence of events, when it is time for something to occur in the daily schedule. For example, a child may be able to predict that it is time for snack when a teacher announces that it is time to clean up the room. Although children may become interested in adult timepieces such as clocks and calendars, their understanding of time continues to be based on more concrete experiences. Children may begin to show understanding of time concepts by using time words. Although not always accurate, a child may use words such as "morning," "tomorrow," "today," "everyday," "yesterday," "last night," and "sometime" to describe events that occur in the present, occurred in the past, and will occur in the future.

Shows understanding of sequence of daily events (for example, initiates morning routine by greeting teacher and peers, hanging coat in his/her cubby, showing his/her parent what he/she is going to do first, saying good-bye to his/her parent, and becoming involved in the chosen activity; gets book bag and/or jacket before leaving school; and/or predicts when it is time to go outside by observing routines and teacher's signals)

Acting on objects and observing reactions

Children's first actions on objects occur without any intention of producing a desired effect. This level includes activities that allow children to examine and explore objects using sight, touch, taste, sound, smell, and movement. As children develop, they become more intentional in their actions.

Experiments with objects to produce effects (for example, wants to see what will happen when he/she continues to pour liquid in a container after it is full; adds one more block to a tall tower; uses lots of paste/glue when creating art; checks to see which of two balls went further after throwing each across the playground; when playing with objects in water, may predict which objects will float and which objects will sink; likes to turn lights on and off, close the window or door, operate a tape recorder, etc.)

Becoming aware of how the desired effect was produced

It is difficult for children to explain or describe how they produced a particular action or achieved a particular result. As children continue to learn about physical knowledge, it is necessary for adults to talk with children and ask them questions that stimulate discussion and encourage children to reflect on what actions might produce a desired effect. Questions relative to this level of thinking might include:

- "How did you do. . . ?"
- "How would you tell somebody else how to do it"?
- "I wonder why. . . "
- "Which way worked better"?
- "Does it make any difference if. . . "?

Explains own actions in manipulating objects (for example, “The tower will fall if I put another block on top.” “I shake the bell to make it ring.” “I flip the light switch to turn on the light.” “If I move the chairs over here, we can all sit at the table.”)

WORKING WITH OTHERS

The seven items in this domain are intended to assess the development of social relationships.

Building relationships of mutual trust and respect with adults

Children use the adults in their life as resources, often asking for information, how to play a game, or to hear a favorite story. As children learn to trust that the important adults in their lives respect their thoughts and feelings, they become more comfortable disagreeing and contributing their own ideas. Children frequently offer to become resources for trusted adults through volunteering to teach a new game or share some new information.

Uses adults as resources (for example, asks questions, requests materials, checks out predictions and/or ideas; asks for help when he/she is "stuck")

Initiates conversation with familiar adults (for example, tells the teacher what she/he did last night or during the weekend; talks about his/her new toy or clothing item; brings work or creation to adult to describe what she/he did)

Building relationships with peers

By the time most children reach the chronological age for school entry, they are quite adept at playing with others their own age. Children have definite choices of special friends; are eager to please their friends; and can easily take part in cooperative play. Children are often able to discuss how to play fairly, make group decisions about their play activities, and assign roles to one another in their play.

Works cooperatively with others in a give-and-take manner (for example, takes turns in game playing; shares a box of crayons or a glue bottle with others; works with others to construct something or helps another child who experiences difficulty; waits for his/her turn to talk)

Uses peers as resources (for example, asks for help from peers, shares information and ideas with peers; accepts suggestions and ideas from peers during interactive play and/or cooperative learning)

Considering the perspective of others

Children show an increasing ability to consider how others feel or think in a variety of situations. They frequently show compassion or comfort when someone is hurt or sad. Increasingly, a child becomes able to listen to the ideas of a peer or another adult and adapt his/her own ideas to include theirs. Cooperative play includes the ability to share, take turns, follow rules, and to care for another's possessions.

Shares resources with others (for example, toys, manipulatives, materials, books, and other equipment)

Shows sensitivity and respect for others (for example, is learning to share and/or take turns; asks a peer if she/he can "read" the book that the peer brought to school; knows that others will become upset if she/he takes their belongings or toy or damages their work; gives a hug, gets a favorite object, and/or gets help from an adult when someone is hurt or sad)

Negotiating and applying rules

Children begin to understand rules as cooperative agreements that can be changed. Rules are important to children, and they often explain or remind others of the rules. Children become increasingly capable of negotiating with one another about who will go first or how to handle conflicts over materials by taking turns or playing together. They often enjoy playing simple table games or games like tag and hide-and-seek.

Suggests appropriate solutions to conflicts (for example, negotiates rules during play/work—such as who will go first, who will use which toy, etc.; compromises—"Okay, we'll build a road with the blocks, then we will make a house for the animals.")

LEARNING TO LEARN

The nine items in this domain are intended to assess the development of curiosity and initiative and to measure the ability to focus on independent and group work.

Continuing to be curious

Children continue to be extremely curious and often ask innumerable questions. They are very interested in the cause-and-effect of their own actions and often explore through manipulation and questioning. Children enjoy and notice new things in their environments.

Shows curiosity and interest (for example, manipulates objects and asks many questions; enjoys and notices new things in his/her environment—"Oh, we have a new fish in the fish tank"; wants to explore the fire truck when it comes to school for fire prevention week; likes to listen to a new story; wants to find out what happens when different colors of paint are used at the same time)

Explores and tries new things (for example, tosses a bean bag into a hole in a box or on a board; jumps from one line to another; tells a story in front of a group; takes things apart or manipulates objects in different ways to see what happens and how objects feel; or eagerly uses a new toy or piece of equipment)

Taking initiative

Children enjoy and are capable of making decisions and choices concerning their everyday lives. They are able to plan ways to keep themselves busy and to organize a game with peers. Children frequently choose their own clothes and dress and undress themselves independently. Additionally, they like to help and can go on simple errands for adults within the classroom and home. Children are capable of establishing specific goals in play and work and are capable of accomplishing them. Children continue to be proud of their increasing ability to take responsibility and to imitate "grown-up" behaviors.

Takes responsibility for belongings (for example, hangs up coat, puts belongings and "work" in cubby or designated place, puts materials away, waters plants)

Makes choices (for example, chooses choice time activity, personal clothing, to work alone or with others, to expand or extend a choice [i.e., make a project more complex or work on a project for more than one day or "activity period"], or to assist others)

Stays focused and productive while playing/working independently (for example, is interested in the play/work, is not easily distracted by others, makes an effort to complete a task or activity, asks for help and/or accesses resources as needed, becomes more confident and able to work/play independently, begins to plan and think about ways to entertain him/herself, or takes pride in abilities and accomplishments)

Stays focused and productive while playing/working in a group (for example, wants to accomplish the group's task(s), accesses necessary resources/materials, shares information or ideas with group members, isn't distracted by those who leave the group

or lose focus, or may demonstrate leadership skills in helping others attend to the play/work)

Shows pride in accomplishments (for example, shows "product" to peers, teacher, parents; displays work as appropriate; wants to take work/projects home; becomes excited and smiles about accomplishments; is eager to practice and/or "take the next step")

Copes with frustration and failure (for example, waits for his/her turn, is willing to try again, accepts suggestions from others)

Talks about what he or she is learning (for example, with peers, teachers, parents, and/or whole group; and/or makes connections with prior knowledge)

KID-WATCHING TIPS

To observe a child objectively and systematically takes effort and practice. Skilled observers:

- determine the purpose/goal of the observation.
- pay close attention by being close enough to the child and/or activity to hear and see what is being said and done, but not so close as to interfere.
- are interested in observing to learn about children's growth and development.
- have experience observing children.
- have participated in professional development focused on child development and developmentally appropriate expectations and practices.

When making important decisions that affect a child's life:

- Narrow the focus through goal setting and determining what to observe based on the purpose.
- Consider the evidence carefully—first impressions can often be misleading.
- Observe carefully over time.
- Record objectively what is actually observed.
- Make inferences and judgments only when all possible information has been gathered.

There are three types of observations:

1. Objective Observations—those that all individuals would agree are the same (for example, the child used scissors to cut the paper; the child played with a ball the entire recess period, etc.).
2. Subjective Observations—personal opinions (for example, the child sitting alone is "sad," "withdrawn," "being punished," "resting," thinking about what he/she will do next," etc.).
3. Inferences—conclusions or judgments about what a subjective or objective observation means relative to behavior.

It is easy to confuse objective observations with subjective opinions and inferences and first impressions can often be misleading. To make an accurate judgment:

- Know the developmental characteristics of the age group(s) being observed.
- Carefully observe over time in a variety of situations.
- Determine the purpose or goal of the observation.
- Record observation(s).
    - Take notes during the observation and complete the anecdotal record later. Note *subjective observations* and/or questions in a manner that distinguishes them from *objective observations*.
    - Be specific and use descriptive words to indicate the quality of an action (for example, made a tower of eight blocks, scribbled under her/his drawing and said, "This is a picture of my family." Sorted by color, bounced the ball five-six times, "read" a book to self and/or peer, etc.).
    - Note the basic action(s) of the child (for example, what s/he did and/or said).
    - Include the context of the situation so that specific behaviors can be more accurately interpreted (for example, what caused a child to engage in a specific activity or action).
    - Record the interactions of a play situation (for example, who initiates the play).
    - Note the styles of interaction (for example, the child takes over, the child sets up a solitary play situation, the interest in engaging is mutual, physical contact occurs, the child interrupts others, etc.).
- Read child development information and/or participate in child development inservice training.
- Discuss observations and/or questions with a child development specialist; child's parent/guardian, adult friends or family members; and/or the child him/herself.
- Confirm observations through a second opinion.
- Make inferences or judgments carefully without "jumping" to conclusions.

Some observable changes that indicate positive growth and development include:

- Shows enjoyment of other children and adults more frequently.
- Becomes upset less often.
- Displays confidence in her/himself more frequently.
- Wants to try new experiences, materials, games, etc.
- Becomes interested in more things and activities.

Appendix A:
Race and Ethnicity Categories

Race and Ethnicity Categories

Native American or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Black (not Hispanic). A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic. A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

White (not Hispanic). A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Appendix B:
Sample *School Entry Profile*